DOCUMENT RESUME

ED 363 051 EC 302 507

TITLE	Advocacy Manual: A Parent's How-To Guide for Special Education Services.
INSTITUTION	Learning Disabilities Association of America, Pittsburgh, PA.
PUB DATE	92
NOTE	41p.
AVAILABLE FROM	Learning Disabilities Association of America, 4156 Library Rd., Pittsburgh, PA 15234 ($5).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Child Advocacy; Due Process; Elementary Secondary Education; Individualized Education Programs; *Learning Disabilities; *Parent School Relationship; *Parent Teacher Cooperation; Special Education; Student Evaluation; Student Placement

ABSTRACT

This manual is intended to help parents understand how to work with school systems to obtain the best possible education for their children with learning disabilities. The guide begins with a definition of learning disabilities and describes the characteristics of successful advocates. The importance of keeping written records of requests, telephone calls, meetings, and agreed upon courses of action is emphasized. Provisions of major laws are noted. The guide then goes on to discuss the evaluation process, eligibility for special education services, the Individualized Education Plan (IEP), student placement, monitoring student progress, settling disagreements,and communicating and negotiating. The manual points out the importance of frequent and early communication with the child's teacher as the key to effective advocating. Appendices offer more detailed guidance on what to look for in the IEP, nonconfrontational parent-professional communications, a glossary of terms, sample letters, a list of parent training and information centers, and organizational sources for further information. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 363 051

Learning Disabilities Association of America

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ADVOCACY MANUAL

A Parents' How-to Guide for Special Education Services

LDA Advocacy Committee 1992
4156 Library Road, Pittsburgh, PA 15243

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joan Peterson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC302507

BEST COPY AVAILABLE

A PARENT'S "HOW TO" GUIDE FOR SPECIAL EDUCATION SERVICES

TABLE OF CONTENTS

INTRODUCTION	1
WHAT ARE SPECIFIC LEARNING DISABILITIES	1
ADVOCACY	3
LAYING THE PAPER TRAIL	4
SPECIAL EDUCATION LAW	5
EVALUATION	5
ELIGIBILITY	6
THE INDIVIDUALIZED EDUCATION PLAN (IEP)	7
PLACEMENT/CONTINUUM OF SERVICES	8
MONITORING THE STUDENT'S PROGRESS	10
SETTLING DISAGREEMENTS	10
COMMUNICATING AND NEGOTIATING	11
SUMMARY	13
APPENDICES	
A. THE IEP PROCESS	
B. PARENT PROFESSIONAL COMMUNICATION	
C. GLOSSARY OF TERMS	
D. SAMPLE LETTERS	
E. RESOURCES	

A PARENT'S "HOW TO" GUIDE FOR SPECIAL EDUCATION SERVICES

INTRODUCTION

In 1979, the Advocacy Committee of ACLD, Inc., (now the Learning Disabilities Association of America, LDA) prepared a manual to teach advocates how to use Public Law 94-142, The Education for All Handicapped Children Act, to obtain appropriate special education services for those students with learning disabilities who needed such services. The manual was revised in 1987 to reflect changes in interpretation and implementation of the law. This revision of the manual, which reflects changes in the law since 1987, has been shortened because much of the material in earlier versions is now available in updated form from other sources. The emphasis is now on helping parents understand how to work with school systems to obtain the best possible education for students with learning disabilities.

WHAT ARE SPECIFIC LEARNING DISABILITIES?

Learning disabilities may occur in one or more areas through which people learn, such as visual, auditory, or tactile. Effective strategies for teaching use an integrated approach to the educational, physiological, psychological, and medical needs of the individual. The Individuals with Disabilities Education Act, (IDEA) Public Law 101-476 - formerly The Education for All Handicapped Children Act, Public Law 94-142 - defines specific learning disabilities as follows:

> *"Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage."*

Part B of IDEA sets up procedures for:

- evaluating students to determine if they need special education;
- providing special education and related services to eligible children; and
- ensuring that parents and, when appropriate, students are involved in deciding what kind of special education and related services are needed.

IDEA was passed because of the efforts of parents and others concerned with the education of all children with disabilities. Parents have the primary responsibility for ensuring that their child receives the free appropriate education promised by that law. This manual offers guidance on how parents can work with the educational system to be effective advocates for their child.

ADVOCACY

Successful advocates:

- know how to speak out for themselves;
- have self confidence;
- know how to analyze and resolve problems;
- can identify the person who has the power to make decisions;
- understand and use the law;
- know where to go for help;
- can organize for change;
- can investigate complaints; and
- can settle valid complaints either informally or formally.

Advocates with a record of being able to get services use the strategies of:

- **Targeting the needs,** which involves identifying and focusing on obvious needs, asking appropriate questions, and identifying other possible needs.

- **Preparing to meet those needs,** which involves identifying the greatest needs and deciding where to go for help.

- **Influencing the decision makers,** which involves knowing the purpose of a given meeting, taking along an advocate to take notes and provide support, having a positive attitude, being assertive without being adversarial, knowing your rights and those of others, knowing who has the power to make decisions and being sure they are involved, being prepared to compromise without yielding on essential issues, and providing necessary records.

- **Following through,** which involves gathering and maintaining records. This laying of a "paper trail" is so important that it will be discussed in detail.

LAYING THE "PAPER TRAIL"

Often, no action is taken unless there is a written record of your requests, so it is essential to get them in writing. A written record, which may be kept in a looseleaf notebook, should be made of phone calls, meetings, and agreed upon courses of action. Space should be left for comments or clarification. Records should be kept of:

- notes to and from the teacher,
- correspondence on requests for meetings (including dates, places, and who is to attend)
- requests for information or services,
- written or oral concerns or complaints,
- filing of a formal complaint or request for a hearing.

Records of meetings should include:

- the names of the persons involved;
- the date, time, duration, and location of the meeting;
- the primary purpose of the meeting; and
- key words and abbreviations used in the discussion.

Records of relevant phone calls should include:

- the date, time and length of call;
- who initiated and who accepted the call;
- the subject of the call;
- the conclusions reached and actions promised.

Following a verbal agreement with a decision maker, a letter should be sent or a call made to him/her to confirm your understanding of the agreement. If note-taking is a problem, the meeting or phone call may be taped, provided the others participating know it is being done and do not object. Copies should be kept of important records, which include:

- all relevant correspondence between a person and an agency;
- reports from the agency, doctors or other professionals;
- minutes of meetings;
- diagnostic reports; and
- IEP's or work plans.

Parents are entitled to see all their child's records. Questions or challenges to a report should be made in writing and a copy sent to the person responsible for the report. If there is no response to your first letter to a decision maker, write again, attaching a copy of the first letter. If there is no response within ten to fourteen days, write again, with copies of your earlier letters. If there is still no response, look for help from LDA, your state Parent Training Institute, or other advocacy group. See the list of Resources in Appendix D for further information.

SPECIAL EDUCATION LAW

Many states provided special education to students with disabilities before 1975. However, there was no uniformity in services provided and kinds of student served. In 1975, Congress passed The Education for All Handicapped Children Act of 1975, Public Law 94-142. This law has been amended several times. The most recent amendment, Public Law 101-467, changed its name to the Individuals with Disabilities Education Act, IDEA. Although the name has changed, the purpose of the law remains the same, that is, to

> *"assure that all handicapped children have available to them ... a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and their localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children."*

The major provisions of that law set up procedures for:

- making the decision that a child is disabled and in need of special education and related services;

- developing an individualized education plan (IEP) to meet the unique needs of the child;

- establishing procedural safeguards which
  a) allow parents or guardians to examine relevant records on the identification, evaluation, and educational placement of their child;

  b) require that parents or guardians be given prior notice, in writing, when an educational agency changes or refuses to change the identification, evaluation, or educational placement of their child; and

  c) allow parents or guardians to file a complaint or request a hearing on any matter related to the identification, evaluation, or educational placement of the child.

EVALUATION

If a student is having unusual difficulty in school, either the parent or the classroom teacher may request an evaluation to determine if the student is in need of and meets the criteria for special education. The parent must agree, in writing, to have the student tested individually for the initial evaluation. (If the parent refuses to allow the testing, the school can ask for a due process hearing to determine that the student can be evaluated without parental consent.) The parental request for an evaluation must be in writing and the school must respond to this request, in writing, within a "reasonable time" of receiving it. If the school refuses to evaluate the student, the parent may ask for a due process hearing to determine that the student must be evaluated for eligibility for special education. Regardless of who initiates the request for evaluation, parents should inform the school of areas of concern which they think need to be tested and the school should inform parents of the evaluation tools to be used, who will do the evaluation, and the qualification of that person (or persons). Parents should be included in developing the evaluation plan. Medical and sociological reports, the student's current academic performance, and individual psychological tests are studied by a multi-disciplinary team to determine if the student's difficulties could be due to a learning disability. Because a decision cannot be made until all relevant data has been seen, if the medical report is to be done by the student's family doctor, parents should check to be sure that it has been sent to the multi-disciplinary team.

A comprehensive evaluation should include observations of the student's classroom behavior and a description of his/her learning strengths and weaknesses as noted by the parents and others. Commonly used tests include those for speech and language, achievement, intelligence, perception, and adaptive behavior. According to Part B of IDEA:

- *no single test can be used to determine if the child is handicapped,*

- *tests must be valid and administered by someone who is qualified to give them, and*

- *tests must not discriminate on the basis of suspected handicap. (However, a test to determine the presence of a specific handicapping condition may be given.)*

A parent who is not satisfied with the evaluation done by the school system may request an independent evaluation at public expense. If such an evaluation is desired, check with LDA or your Parent Training Institute about how to proceed.

ELIGIBILITY

When all the relevant data has been gathered, a committee, called the multi-disciplinary team, convenes to decide 1) if the student has a disability and 2) meets the criteria for eligibility for special education services. Parents may be invited to attend and participate in the meeting of the eligibility committee, but the federal law does not require that they be present. However, the law does require that the multi-disciplinary team for a student suspected of having a learning disability include:

- *a person who knows the student;*
- *a person who knows the meaning of the evaluation data;*
- *a person who knows about placement options;*
- *the student's regular teacher or, for a preschool aged child, an individual qualified to teach a child of that age;*
- *at least one person qualified to conduct individual diagnostic examinations of children; and*
- *at least one team member other than the regular teacher who has observed the student's academic performance in the regular classroom.*

A student may be found to have a specific learning disability and be eligible for special education services if he/she:

- *does not achieve commensurate with his/her age and ability levels in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation or reasoning when provided with learning experiences appropriate for his/her age and ability levels, and*

-*has a severe discrepancy between achievement and intellectual ability in one or more of the above areas which is not primarily the result of a visual, hearing or motor handicap, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.*

The parents or guardian must be notified, in writing, whether or not the student has been found eligible for special education. Parents should ask for and read the minutes of the eligibility committee meeting. These minutes should be in the student's confidential file. If parents disagree with the decision of the eligibility committee, they may request a due process hearing to challenge that decision.

If the eligibility committee decides that a student is in need of special education and related services, an individualized educational plan (IEP) for that student must be written within 30 working days. Parents must be partners in developing the IEP. The IEP team of a student newly found eligible for special education must include a member of the eligibility committee. The eligibility committee may write an interim IEP as long as a parent is present and participates.

THE INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

The Individualized Educational Plan (IEP) is an effort to set up a curriculum for a student based on his/her current level of performance and individual needs. The IEP should be based on the student's needs and not on the availability of resources. How ever, having an IEP which meets all the requirements of the law does not guarantee that the student will make the expected progress, only that the student is given the best opportunity to make progress. The law requires that parents be equal partners in the team which develops the IEP because of their knowledge and understanding of how their child learns, deals with frustration, and reacts to success. Parents must consent, in writing, for initial placement in special education. However, only parental notification, not parental signature, is required for later IEP's. (Suggestions for making parental participation in the IEP process more effective and for communicating with professionals are in Appendices A and B.) Some parents send the teacher a list of what they would like their child to learn in the coming year and ask him or her to discuss it with them before the IEP meeting. This strategy allows the people most directly concerned with the education of the child to meet and understand each other before the official IEP meeting.

The IEP document must list:

- the student's strengths and weaknesses.

- the student's current levels of performance.

- annual goals (what student is expected to do in a year).

- objectives (intermediate steps to reach that goal, criteria for measuring whether objectives are being met, and accommodations for taking standardized tests, if appropriate).

-related services, including assistive technology (when services begin, their duration and frequency, and who provides them).

-he extent to which the student will participate in regular education programs.

-physical education, regular or adaptive.

-a statement of the transitional needs of students aged 16 (or younger, when appropriate).

-whether or not the student will graduate, if appropriate. (Graduation is a change of placement which must be determined by the IEP team.)

A proposed IEP, labeled DRAFT, may be presented at the IEP meeting, but it should be used for planning only. Changes can and should be made during the meeting. If a school system uses a computerized IEP form, space must be on the form so that individualized goals and objectives can be added. All the participants in the IEP meeting should sign it, **although parental signature is required only on the initial IEP.** A parent may indicate those parts of the IEP with which he/she disagrees. If the parent disagrees with the IEP and asks for a due process hearing, current services continue and the student remains in his/her current placement (stay-put provision) unless parent and school agree to another temporary placement.

PLACEMENT/CONTINUUM OF SERVICES

The IEP meeting should result in a decision about placement of the student in a program which can best meet the needs of the student as determined by the IEP. Federal regulations state that "Each public agency shall ensure that

> *(1) to the maximum extent appropriate, handicapped children are educated with children who are not handicapped, and...*
>
> *(2) separate classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with supplemental aids and services cannot be achieved satisfactorily.*
>
> *(a) A continuum of alternative placements is available to meet the needs of handicapped children for special education and related services.*
>
> *(b) The various alternative placements ...are available...*
>
> *(d) In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or the quality of services which he or she needs."*

The continuum of alternative placements includes:

1. the regular classroom with accommodations and/or special education support services;

2. the regular classroom with part time in a resource room with a special education teacher;

3. a special education classroom with part time in regular education classes;

4. a special education classroom in a regular school;

5. a special education classroom in a special school;

6. a separate day school for students with disabilities;

7. a residential school for students with disabilities;

8. homebound instruction;

9. instruction in a hospital or institution.

To the maximum extent appropriate, a student with disabilities should be educated with his/her non-disabled peers and in the school he/she would attend if not handicapped. Parents must be informed of the continuum of placements available. Placement must be based on the students current unique, individual needs as identified by the IEP and not on what is convenient for or available to the school system. If either the parent or the system considers the current placement to be inappropriate, a due process hearing may be requested by either party to settle the disagreement.

MONITORING THE STUDENT'S PROGRESS

The IEP is the plan for providing an appropriate education for a student with disabilities. The parent is closest to the student and should monitor his/her progress throughout the school year to determine whether the IEP is being implemented as written, and whether reasonable progress is being made towards achieving his/her goals and objectives. If the student fails to make satisfactory progress, the parent or the teacher can ask for a meeting to review the IEP. Parents also must be notified of any significant changes in the student's services or placement. They then have the opportunity to ask for a meeting to review the IEP. A significant change in service or placement may only be made as a result of the IEP team's decision. If there is disagreement between parent and school system about the student's program, parents may need to consult with other advocates to find out what is required by the law and how to collect the data which will support those legal requirements. The State Department of Education should have the names, addresses and phone numbers of federally funded Parent Training Centers.

SETTLING DISAGREEMENTS

Attempts should be made to settle disagreements at the level at which they arise and in as non-adversarial a way as possible. Often, problems can be solved without having to go through the complaint or due process procedure. The most effective way to solve a problem is to:

- focus on the issue of concern,
- describe the problem in writing, and
- use non-confrontational communication skills.

The following steps should be taken.

1. Tell your concerns to the student's teacher.

2. If necessary, go up the administrative ladder one step at a time, starting with the building principal.

3. Give the administrator at each level about ten working days to respond .

4. Send copies of earlier correspondence to higher levels.

5. If there is no response to the initial letter, telephone the office or make a personal visit to the following in order:

1) the school principal;
2) the local director of special education;
3) the local superintendent of schools;
4) the local school board;
5) the state compliance officer;
6) the supervisor, state department of special education;
7) the Chief State School officer;
8) the State Board of Education; and, finally
9) the Federal Department of Education.

KEEP COPIES OF ALL CORRESPONDENCE

COMMUNICATING AND NEGOTIATING

Good communication and negotiating skills are of great help in settling differences. Successful outcomes are often the result of:

- beginning negotiations early.
- focusing on the specific issue of concern.
- setting priorities, such as
  - defining the ideal solution to the problem;
  - identifying the concessions that can be made;
  - identifying the issues on which no concessions can be made;
  - determining the legal support for the position.
- anticipating the opposition, such as
  - identifying the system's position;
  - planning the response to the system's offers by having a series of fall-back positions;
  - deciding what kind of data would be useful for a due process hearing if one becomes necessary;
  - considering creative solutions to achieve desired results.
- role-playing the negotiation meeting.

A negotiation meeting can be more effective for the parent if:

- an agenda is prepared.
- seating arrangements are carefully planned.
- one spokesman is authorized to state positions.
- agreements are made only with someone who has the authority to implement them.
- only specific offers are accepted.

If informal negotiations fail, formal action, such as filing an official complaint or requesting a due process hearing, should be sent by certified mail. Formal actions include filing a complaint of a violation of procedures under Part B of IDEA, a complaint of a violation of Section 504 of the Rehabilitation Act, or a request for a due process hearing under IDEA. The local school system is required to tell you of your due process rights. However, it is usually wise to check the references given in the appendices and seek the help of the state Parent Training Center and /or Protection and Advocacy Agency before taking any further action.

SUMMARY

Frequent and early communication with your child's teacher is the key to effective advocating for your child. This manual is designed to help you think of general questions to be asked. The Appendices offer more detailed guidance on what to look for in the IEP, non-confrontational parent professional communications, a glossary of terms, a list of current parent training and information centers, and sources for further information. Relevant newsletters of the federally funded National Information Center for Children and Youth with Disabilities (NICHCY) are indicated by an asterisk. This manual is an introduction to becoming an effective advocate. Training in negotiating the special education maze is offered by a federally funded Parent Information and Training Center in each state. Members of the local or state LDA are also an invaluable and practical source of information on how to get needed services for your child.

APPENDICES

APPENDIX A

REVIEW OF THE IEP PROCESS

The following questions should be asked about the IEP process.

TIMELINES. Was the IEP:

_____developed within 30 days of the time the student was found to be eligible for special education and related services?

_____reviewed and revised at least annually?

PARTICIPANTS. Did the participants at the IEP meeting include:

_____a representative of the system with authority to make decisions regarding services and placement?

_____the child's teacher or, for the initial IEP, a member of the evaluation team or procedures used with the student and the results of the evaluation?

_____one or both of the student's parents or guardians?

_____the student, if appropriate?

_____others?

NOTIFICATION AND SCHEDULING OF THE IEP MEETING.

_____Were the parents or (surrogate) notified in sufficient time to arrange to attend?

_____Were the time and place of meeting mutually agreeable?

_____Did the notice include purpose, time, place, and participants?

_____Did the notice inform parents they may bring others?

_____Was the notice in the primary language of the parents? Were interpreters provided for parents who are deaf or don't understand English?

_____If neither parent could attend meeting, was parental input gathered through consultations?

_____Does the school have a record of attempts to arrange a mutually agreeable time and place for the IEP meeting?

STUDENT RECORDS.

_____Were evaluations and other relevant records reviewed by parents and school personnel prior to the meeting?

_____Were parents given opportunity to examine all records?

_____Was the confidentiality of the student and parents protected?

QUESTIONS ABOUT THE IEP PROCESS

COMPLETION OF THE IEP MEETING

_____Did all IEP participants sign IEP? (This does not necessarily mean agreement. Signatures attest to presence at the meeting.)

_____Did parents request and receive a copy of IEP?

IEP REVIEW.

_____Was the IEP reviewed and revised at least annually?

_____Did a public school representative participate in the IEP meeting for a student placed in private school?

_____Was an IEP review called at parent's or teacher's request?

_____Was a good faith effort made to achieve goals and objectives?

CONTENT OF IEP. Is the IEP:

_____comprehensive - does it cover all content areas including academics, behavior, communication, motor skills, self-help skills, and socialization?

____ specific - are goals and objectives stated in terms of observable behaviors?

_____sequential - is it based on a developmental sequence of skills and approaches to teaching them?

_____realistic - do its goals and objectives fit the student's current functioning and expected growth rate?

_____logical - do the same goals appear year after year? (Perhaps the student should move from unsuccessful attempts to learn subtraction to attempts to learn to use a calculator.)

_____understandable - is the language clear?

_____mutually agreeable - does it represent the consensus of parents and professionals?

DOES THE IEP STATE THE STUDENT'S CURRENT LEVEL OF FUNCTIONING

_____in observable behavioral terms?

_____based on more than a one-shot experience?

_____include parent observation?

_____in the appropriate areas, e.g.

_____academics
_____communication
_____behavior
_____socialization
_____perceptual motor skills
_____gross motor skills
_____self-help skills

QUESTIONS ON THE IEP

ARE THE STUDENT'S ANNUAL GOALS

_____based on the student's current level of functioning?

_____stated in observable behavioral terms?

_____given in the content areas. e.g.

_____academics
_____communication
_____behavior
_____socialization
_____perceptual motor skills
_____gross motor skills
_____transitional needs
_____vocational education

_____self-help skills

_____realistic in terms of the expectations of the student?

_____prioritized in terms of the student's age and time left for schooling?

_____prioritized towards functional skills to help the student live as independently as possible?

ARE THE SHORT-TERM OBJECTIVES

_____measurable steps toward reaching annual goals?

_____based on an accepted sequence of skills?

_____given in terms of conditions under which the student would perform?

_____ given in terms of measurable outcomes?

UNDER RELATED SERVICES, DOES THE IEP INCLUDE

_____transportation, i.e., regular or special bus, taxi

____ speech/language therapy

_____occupational therapy

_____physical therapy

_____assistive technology

_____adaptive P.E.

_____counseling

_____rehabilitation counseling

_____transition services

_____psychological services

_____recreation

_____medical intervention, e.g. medication, catheter, etc.

_____a statement of who will deliver the services?

_____a statement of when services start, their frequency and duration, and when services end?

DOES THE IEP LIST ACCOMMODATIONS (INCLUDING THOSE IN THE REGULAR CLASSROOM)?

_____Use of assistive technology, such as calculators, tape recorders, computers, taped textbooks.

_____Modifications of instruction, such as multisensory, interactive techniques.

_____Supports for doing homework, such as requiring fewer questions, providing an extra textbook for home use.

_____Use of oral tests, untimed tests, segmented tests.

QUESTIONS FOR THE IEP

DOES THE IEP CLEARLY STATE THE STUDENT'S DEGREE OF PARTICIPATION IN REGULAR EDUCATION?

_____Will the student be attending school closest to home?

_____Is there justification for proposed placement?

_____Is the continuum of services available listed?

_____Are extra curricular activities listed?

APPENDIX B

COMMUNICATING WITH PROFESSIONALS

1. Each time you have contact with school people, remind yourself ahead of time that you are important and have a right to be involved.

2. Prepare for meetings. Know ahead of time the important points you want to make. Make a list and take it with you.

3. If possible, take someone with you to take notes, help you make a point, or provide whatever other form of support you need.

4. When you don't understand something. ask for clarification.

5. Learn to communicate assertively, rather than passively or aggressively.

An **assertive** person clearly states his/her point of view and takes into account what others have to say. Other people generally respect an assertive person.

A **passive** person discounts his/her own needs and defers to the other person. People learn that they can take advantage of a passive person.

An **aggressive** person discounts others and insists on what she/he wants. Others may feel forced to do what the aggressive person wants, but they often feel angry about doing it and will do only as much as they have to. The aggressive person teaches others to fear and avoid him/her.

6. At a meeting, let your nonverbal behavior tell others that you know you belong on the team.

7. If you say some of what you wanted to say, but not all, don't be hard on your self.

8. It's important to stand up for your rights and those of your child. But it's often necessary to compromise.

9. When you have a complaint, discuss it first with the person directly involved. If that doesn't produce results, then go to someone higher up.

10. Let the school hear from you when you're pleased with what they're doing, not just when you have a problem or complaint.

11. Continue to remind yourself that what you have to say is important. If necessary, remind other people that you have a legal right to be included in decisions about your child's education.

Parent Education Project (PEP) Coalition, 152 West Wisconsin Ave., Milwaukee, WI 53203, 414-272-4500.

COMMUNICATION AND CONFERENCING SKILLS

Developing good interpersonal communication skills, and presenting yourself well at school conferences is as important as understanding special education laws and procedures. While there are some people who seem to have a natural ability to present themselves as poised, confident, clear, effective communicators, most people must consciously work to develop this ability.

Fortunately, it has been demonstrated that specific communication techniques can be learned and maintained if practiced. Effective communication is an art, a combination of specific techniques plus attitudes and qualities. Three important attributes of a good communicator are the ability to be 1) empathetic, 2) genuine, and 3) show unconditional positive regard.

Whether you realize it or not, your body is saying things about you all the time, even before you've opened your mouth. Ask yourself these questions:

1. Are you dressed appropriately so that you feel comfortablewith the other members of the decision making team?

2. Do you keep eye contact with the people with whom you are conversing?

3. Do you bring your materials with you and spread them out on the table so you have needed information at your fingertips?

4. What is your body language telling others?

Non-verbal communication includes all communication that isn't spoken or written. Non-verbal messages are an inseparable part of the total communication process. As we communicate verbally, we also communicate non-verbally through facial expressions, voice volume, and intonation, physical proximity to others, posture and body language. According to one study, in a typical conversation, less than 35% of the social meaning is transmitted by words while 65% is communicated through non-verbal cues. The following charts give an idea of effective and ineffective non-verbal communication.

PHYSICAL PROXIMITY

Effective	*Ineffective*
Three to five feet between chairs	Excessively near or far away Talking across desk or other physical barrier

POSTURE

Effective	*Ineffective*
Arms and hands moderately expressive Appropriate gestures Body leaning slighly forward Attentive but relaxed	Hand or fingers over mouth Pointing finger for emphasis Fidgeting with hands Body at angle to other person Squirming/rocking in chair Slouching/placing feet on desk

VOICE

Effective	*Ineffective*
Clearly audible but not loud Warmth in tone of voice Warmth in tone of voice Moderate speech tempo Modulated to reflect nuances of feeling and emotional tones of the other person's messages	Mumbling or speaking inaudibly Speaking loudly Speaking in a monotone Slow, rapid, or staccato Halting speech Prolonged silences Excessively animated speech Constant clearing of throat Frequent grammatical errors

FACIAL EXPRESSION

Effective	*Ineffective*
Direct eye contact (except when culturally unacceptable)	Avoidance of eye contact
Eyes at same level as the other person's	Staring at a person/object
Warmth and concern relected	Eye level higher or lower than the other person's
Appropriately varied and animated	Lifting eyebrow critically
Mouth relaxed; occasional smiles	Frozen or rigid
	Inappropriate slight smile
	Pursing or biting lips
	Nodding excessively
	Yawning

USEFUL COMMUNICATION TECHNIQUES

Focus on how you are feeling and what you are thinking rather than making judgements about what the other person may be thinking or feeling. Another technique that is very helpful for an advocate to use is the "I" message. It is a technique that is not threatening or blaming . When we use "I" message in a conflict situation, we acknowledge that we are mad, upset, disappointed, etc.. Saying "I'm upset when..." or "I'm angry about..." is a replacement for "you make me so mad..." Avoid "you" statements. They make people feel they're being criticized and evaluated and they're unfair. When we use "you" statements, we are trying to make the other person responsible for our feelings. We should own our feelings.

PARAPHRASING

When you paraphrase, you state the other person's ideas in your own words or give an example of what you think he was talking about, thus confirming that you have understood what he meant. A good paraphrase is usually more specific than the original statement. In paraphrasing, you use your own words to restate the other person's message in a clear and succinct manner. When you use this technique you respond to the implicit meaning of what is said as well as the explicit message. Paraphrasing helps communication by:

- clarifying issues;
- reducing emotion; and
- reducing conflict.

PERCEPTION CHECKS

Your perception of someone else's feelings often results more from what you are feeling, are afraid of, or are wishing than from the other person's gestures or facial expressions. Thus, if you feel guilty, you may perceive others as being angry or accusing toward you. Our ideas about other people's feelings can be, and often are, wrong. That is why it is important to check them out and be sure that your perceptions are accurate.

EFFECTIVE COMMUNICATION STRATEGIES

Be specific about the problem when seeking help.

Parents often talk all around the problem and don't make it clear exactly what outcome they are seeking. Professionals can respond much better to our requests when they know what we are hoping to achieve. Don't worry about having the right words. Just state clearly in your own way what you want to happen as a result of the change you are seeking.

Know what you are talking about.

There is much to know in the realm of special education. It is easy to be overwhelmed by terminology and requirements, but when you are seeking a particular service or change for your child, you did need to know exactly what your legal rights are. Appendix D gives sources of needed information.

Keep talking to people.

Sometimes when parents want a particular thing for their child, they become very single-minded and shut out any new information. Try to keep the lines of communication open. Keep talking to professionals and other parents. Be open to any new sources of information which may come along.

Research problems on your own.

You can head for the library and read the same journals and articles that the professionals read. You may uncover information that no one else has found.

Consider what you are told in relation to what you have observed.

Sometimes parents are given information which just does not make any sense. The recommendation may appear to be impractical or may not match with the picture that you have of your child. Always weigh suggestions against your own observations of your child and rely on your instincts for what is best.

Trust your instincts.

You as parents can be incredibly intuitive about what will work with your child. Your gut response often will lead you to the right choice for your child.

Put the child first.

When making a decision, you will receive advice from a number of quarters—professionals, relatives, friends. In the end, however, your decision has to be based on what seems best for your child. His or her needs must come before other considerations.

Adapted from a publication of Parents Let's Unite for Kids (PLUCK), The Parent Training Institute of Montana

APPENDIX C

GLOSSARY OF TERMS PARENTS MAY NEED TO KNOW

Achievement Test—Test measuring academic achievement in school subjects areas such as reading, spelling and math

Americans with Disabilities Act—Civil Rights Act for Individuals with Disabilities.

Adaptive Behavior—The ability to function in non-academic skill areas such as social living and self-help.

Aptitude Test—Test to measure Individual's ability to learn in some particular area such as music, mechanics, etc..

Assessment—See Evaluation

ADD (ADHD)—Attention Deficit Disorder

BD—Behavior Disorder

Complaint—Made to State Department of Education in regard to a local district's special education program

Chronological Age—A person's actual calendar age, year and month

Developmental Delay—A delay in the appearance of some steps or phase of growth.

DD—Developmental Disability

Due Process—Procedures to safeguard the rights of parents, children and educational agencies in the education process. Disagreements relating to the initiation of, a change in, or the denial of the identification, evaluation or placement of a child under IDEA may result in a due process.

ED—Emotionally Disturbed

EHA—The Education for All Handicapped Children Act - PL 94-142 (1975) as amended and renamed IDEA, The Individuals with Disabilities Education Act - PL 101-476 (1990)

Evaluation—Process of collecting and interpreting information about a child through a variety of tests, observations and background Information.

FAPE—Free Appropriate Public Education designed to meet the unique educational needs of a child with a disability.

FERPA—Family Educational Rights and Privacy Act (Buckley Amendment) - provides rights regarding students records.

Goal—Level of achievement accepted as reasonable and/or desirable for a specific child served under IDEA. Example of an annual goal: child will write his name.

Handicapping Condition (Disability)—Includes physical handicaps, mental retardation or other developmental disability, hearing, visual or speech or language disability, emotional disturbance, and specific learning disability.

IEP—Individualized Educational Plan, the learning program for a child under IDEA which lists the goals and objectives for the child and services to be provided by the school system.

Intelligence Test—Examples are the Wechsler Intelligence Scale for Children, Revised (WISC-R), Stanford-Binet, Leiter International Performance Scale.

IQ—Intelligence Quotient - a score expressing the results of an Intelligence test. Compares the person tested with a large number of persons of the same age.

LD or SLD—Learning Disability or Specific Learning Disability

LEA—Local educational agency,e.g. school system.

LRE—Least restrictive environment.

MR—Mentally Retarded

Multidisciplinary Tean—A team of two or more experts who evaluate children suspected of needing special education.

Objective—Short term objectives are measurable steps necessary to reach a goal. Example: if the goal is "to write name", the objective might be "child will be able "to form various letters".

OCR—Office of Civil Rights (U.S. Department of Education)

OH—Orthopedically Handicapped

OHI—Other Health Impaired. A condition, such as epilepsy or attention deficit disorder, which adversely affects the educational performance of a child but which is not included in the list of handicapping conditions under IDEA

OSEP—Office of Special Education Programs (Division of OSERS)

OSERS—Office of Special Education and Rehabilitation Services (U.S. Department of Education).

Percentile—Score which compares a person's performance to that of others taking same test. Percentile rank refers to a point in a distribution of scores. Example: If a child scores in the 80th percentile then 80% of all children who took the test scored below that child.

Perceptual Test—A test, such as the Bender Visual Motor Gestalt, which measures how a child learns.

Performance Test—A test which requires the child to manipulate objects rather than paper and pencil.

Personality Test—A test, such as the Personality Inventory for Children and the Children's or Thematic Apperception Test (CAT-TAT), which evaluates social and emotional development.

Placement—Assignment of child to a particular program which meets his/her individual needs as determined by the IEP.

Present Level of Functioning—A part of the IEP document whichdescribes the child's present performance levels.

Procedural Safeguards—Provisions to protect the rights of individuals.

Readiness Test—A test which measures if a child is "ready" for certain school tasks.

Referral—First step in obtaining an evaluation for a child who may need special services.

Related Services—Support services required to help a student with a disability to benefit from special education.

RSA—Rehabilitative Services Administration, the federal agency which oversees rehabilitative services in the states.

Section 504 of the Rehabilitation Act of 1973—Requires schools to make accomodations to give students with disabilities access the same programs as their non-disabled peers.

SEA—State education agency

Standardied Test—Test given to group of students under uniform conditions, with same instructions, time limits, etc..

Transition Plan—A for postsecondary education or employment.

VR—Vocational Rehabilitation

PARENT'S NOTEBOOK

Purpose: To keep an accurate record of meetings, phone conversations, and letters between you and school personnel and others about your child.

Suggested format:

DATE TIME KIND OF COMMUNICATION (Telephone, letter, meeting)

WHO:

WHAT WE TALKED ABOUT:

IMPORTANT DOCUMENTS AND RECORDS:

Example: April 4, 1989, 3:00 p.m., ARD committee meeting at Smithwick School

---

Who: Mr. Dodd, Principal of Smithwick; Mrs. Jones, Special Education Director of Independent School District; Mr. Lovelace, Johnny's teacher at Smithwick; Ms. Beech, Physical Therapist; Johnny Wainright; and Mr. and Mrs. Wainright.

What we talked about: An IEP was developed for Johnny (see IEP in file). Johnny will continue in his current placement at the Smithwick School, but will no longer receive physical therapy. As parents, we disagreed and said we thought Johnny should continue to receive physical therapy. The ARD committee refused to agree to physical therapy because they said they didn't have enough teachers and that Johnny was a low priority for physical therapy.

Important Documents: IEP (in file)
ARD committee meeting report (in file)
Tape of ARD committee meeting (in tape box)

Example: April 6, 1989, 10:00 a.m., telephone conversation with Dr. Ashworth

Who: Dr. Ashworth, Mrs. Wainwright

What we talked about: Explained ARD committee meeting outcome to Dr. Ashworth and he agreed to write letters to Mr. Dodd and Mrs. Jones explaining why Johnny needs physical therapy to benefit from special education.

Important documents: Copy of Dr. Ashworth's letter (attached)

Example: April 11, 1989, 11:00 a.m., telephone call with Mr. Dodd

Who: Mr. Dodd, Mrs. Wainwright

What we talked about: Mr. Dodd received the letter from Dr. Ashworth and promises he will talk with Mrs. Jones about it tomorrow and will call me back by the end of the week.

LETTER REQUESTING AN INDEPENDENT EVALUATION

(Be sure to keep a copy for your notebook)

(Date)

(Name of Principal
Name of School
Address of School)

Dear (name of Principal):

I am the parent of (name of student). I do not feel that the school s assessment of student) is appropriate, and I am requesting an independent evaluation.

Please tell me in writing of the criteria under which the independent assessment must be conducted so that it meets the criteria the school uses in its assessment. Also please tell me in writing where I may obtain an independent evaluation for my child.

I understand that the school must pay for the independent assessment unless it requests a hearing to prove that its assessment was appropriate. I will send you the results of the independent evaluation. I understand that it must be considered in any future decisions about my child s education.

Thank you for your help. Please convene an ARD committee meeting as soon as possible to consider this request. I look forward to hearing from you within five school days of the date you receive this letter if you refuse my request to schedule an ARD meeting.

Sincerely

(Your name
Your address
Your telephone number)

LETTER REQUESTING ADDITIONAL TESTING

(Be sure to keep a copy for your notebook)

(Date)

(Name of Principal
Name of School
Address of School)

Dear (Name of Principal):

I am the parent of (name of student). I have studied the reports of the school's assessment of my child and feel that (he/she) was not evaluated in every area of suspected disability. I believe that additional testing is needed in the area of (list areas needing further testing). Please convene an ARD committee meeting as soon as possible to consider this request.

Thank you for your help. I look forward to hearing from you within five school days of the date you receive this letter if you do not plan to schedule an ARD meeting to consider my request. Otherwise, please contact me so that we can arrange a time and place for the ARD meeting.

Sincerely,

(Your name
Your address
Your telephone number)

LETTER REQUESTING RECORDS FROM SCHOOL

(Be sure to keep a copy for your notebook)

(Date)

(Name of Principal
Name of School
Address of School)

Dear (Name of Principal):

I am the parent of (name of student), a special education student at your school. Please inform me in writing of the types and locations of all education records collected, maintained, or used for (name of student). Please tell me where all these records are kept and whom I should contact so I can look at them.

Thank you for your help. I look forward to hearing from you soon.

Sincerely,

(Your name
Your address
Your telephone number)

LETTER REQUESTING A CHANGE IN YOUR CHILD'S RECORDS

(Be sure to keep a copy for your notebook)

(Date)

(Name of Principal
Name of School
Address of School)

Dear (Name of Principal):

I am the parent of (name of student), a special education student at your school. There is a statement in (name of students's (name of record; ie., "physical therapy evaluation performed by Mrs. Wormwood on June 5, 1986") which I believe s (example: misleading, inaccurate, and/or in violation of my child's rights) because (give your reasons).

I request that you change (name of students's (name of record) records so that they will no longer be (example: misleading, inaccurate, and/or in violation of my child's rights).

Thank you for your help. I look forward to hearing from you soon.

Sincerely,

(Your name
Your address
Your telephone number)

LETTER REQUESTING AN INDEPENDENT EVALUATION

(Be sure to keep a copy for your notebook)

(Date)

(Name of Principal
Name of School
Address of School)

Dear (Name of Principal):

I am the parent of (name of student). I do not feel that the school's assessment of (name of student) is appropriate, and I am requesting an independent evaluation.

Please tell me in writing of the criteria under which the independent assessment must be conducted so that it meets the criteria the school uses in its assessment. Also, please tell me in writing where I may obtain an independent evaluation for my child.

I understand that the school must pay for the independent assessment unless it requests a hearing to prove that its assessment was appropriate. I will send you the results of the independent evaluation. I understand that it must be considered in any future decisions about my child's education.

Thank you for your help. Please convene an ARD committee meeting as soon as possible to consider this request. I look forward to hearing from you within five school days of the date you receive this letter if you refuse my request to schedule a meeting.

Sincerely,

(Your name
Your address
Your telephone number)

APPENDIX E

RESOURCES

THE FEDERAL DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)
330 C Street, SW
Mary Switzer Building
Washington, D.C. 20202 tel 202/732-1007

OFFICE FOR CIVIL RIGHTS (OCR)
330 C Street SW
Mary Switzer Building, Room 5431
Washington, D.C. 20202 tel 202/732-1213

PROGRAM INFORMATION AND COORDINATION STAFF
CLEARINGHOUSE ON THE HANDICAPPED
Switzer Building, Room 3132
330 C Street SW
Washington, D.C. 20202 tel 202/732-1723/1245/1250

YOUR STATE DEPARTMENT OF EDUCATION

Many states have manuals which explain the process of obtaining special education in the state. Your local school system or public library tell you how to contact the department.

FEDERALLY FUNDED RESOURCES

ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589 tel 703/620-3660

HEATH RESOURCE CENTER: A NATIONAL CLEARINGHOUSE ON POSTSECONDARY EDUCATION FOR INDIVIDUALS WITH DISABILITIES
One DuPont Circle, Suite 800
Washington, D.C. 20036 tel 1-800/544-3284

NATIONAL CENTER FOR YOUTH WITH DISABILITIES (NYCD)
University of Minnesota, Box 721 UMHC
Minneapolis, MN 55455 tel 1-800/333-6293

NATIONAL CENTER FOR EDUCATIONAL OUTCOMES
University of Minnesota, 111 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455 (612) 626-1530

NICHCY: NATIONAL INFORMATION CENTER FOR CHILDREN AND YOUTH WITH DISABILITIES
P.O. Box 1492
Washington, DC 20013-1492 (800) 999-5599
(See the NICHCY resource list on page D -5)

RESNA
1101 Connecticut Ave., NW, Suite 700 Washington, DC 20036
(202) 857—1140 (Information and technical assistance in the area of assistive technology)

PARENT TRAINING AND INFORMATION CENTERS (PTI's)
The PTI's provide training and information to parents to enable them to participate more effectively with professionals in meeting the educational needs of children with disabilities. There is at least one PTI in each state; your LDA affiliate or State Department of Education should be able to give you the PTI address. In addition, you may get information about your PTI from NICHCY or your Regional TAPP office.

TECHNICAL ASSISTANCE TO PARENT PROGRAMS (TAPP)
Federation for Children with Special Needs
95 Berheley Street, Suite 104
Boston, MA 02116 (617) 482-2915

REGIONAL TAPP OFFICES:

Parent Training Center
P.O. Box 1422
Concord, NH 03302-1422
(603) 224-7005

Parents Educating Parents
1851 Ram Runway, #104
College Park, GA 30337
(404) 761-2745

Pacer Center
4826 Chicago Ave., South
Minneapolis, MN 55417
(612) 827-2966

PAVE
6316 South 12th St.
Tacoma, WA 98465
(206) 565-2266

NORTHEAST REGION
MD, MA, PA, N.Y.,
N.J., CN, R.I., VT,
N.H., ME, DE

SOUTH REGION
AL, AK, FL, GA, LA,
MS, N.C., OK, TN, VA,
S.C., W. VA

MIDWEST REGION
N.D., NE, KS, MO, IA,
S.D., WI, IL, MN, OH,
KY, IN

WEST REGION
OR, CA, WA, NV, ID,
MT, WY, CO, N.M., UT,
AZ, TX

NATIONAL ORGANIZATIONS

THE LEARNING DISABILITIES ASSOCIATION OF AMERICA (LDA)
4156 Library Road
Pittsburg, PA 15234 tel 412/341-1515/8077

RECORDING FOR THE BLIND
20 Roszel Road
Princeton, N.J. 08540 tel 609/452-0606

FOR FURTHER READING

Your local library should have the following book which explains the special education process in more detail. Anderson, Winifred, Chitwood, Stephen, and Hayden, Diedre.

NEGOTIATING THE SPECIAL EDUCATION MAZE: A GUIDE FOR PARENTS AND TEACHERS. Woodbine House, 1990 A glossary of terms, lists of federal and state offices, national organizations which serve persons with disabilities, and books of interest are included.

U.S. DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS
REGIONAL CIVIL RIGHT OFFICES

REGION I

CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, RHODE ISLAND, VERMONT

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region 1
John W. McCormack POCH
Post Office Square, Rm. 222
Boston, Massachusetts 02109
(617) 223-9662; TTY (617) 223-9695

REGION II

NEW JERSEY, NEW YORK, PUERTO RICO, VIRGIN ISLANDS

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region 11
26 Federal Plaza, 33rd Floor
New York, New York 10278
(212) 264-4633; TTY (212) 264-9464

REGION III

DELAWARE, DISTRICT OF COLUMBIA MARYLAND, PENNSYLVANIA, VIRGINIA, WEST VIRGINIA

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region 111
Gateway Building - 3535 Market St.
Room 6300
Philadelphia, Pa 19104-3326
(215) 596-6791; TTY (215) 596-6794

REGION IV

ALABAMA, FLORIDA, GEORGIA, KENTUCKY, MISSISSIPPI, NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region IV
101 Marietta Tower - 27th Floor
P.O. Box 1705
Atlanta, Georgia 30301
(404) 331-2959; (404) 331-7803

REGION V

ILLINOIS, INDIANA, MINNESOTA, MICHIGAN, OHIO, WISCONSIN

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region V
401 South State Street - 7th Floor
Chicago, Illinois 60605
(312) 353-2520; TTY (312) 353-2540

REGION VI

ARKANSAS, LOUISIANA, NEW MEXICO, OKLAHOMA, TEXAS

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region VI
1200 Main Tower Bldg. - Suite 2260
Dallas, Texas 75202
(214) 767-3936; TTY (214) 767-3315

REGION VII

IOWA, KANSAS, MISSOURI, NEBRASKA

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region V11
P.O. Box 901381
10220 N. Executive Hills Blvd., 8th Fl.
Kansas City, Missouri 64190-1381
(816) 891-8026; TTY (816) 374-7607

REGION VIII

COLORADO, MONTANA, NORTH DAKOTA, SOUTH DAKOTA, UTAH, WYOMING

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region 111
1961 Stout Street, Room 342
Denver, Colorado 80294
(303) 844-5695; TTY (303) 844-3417

REGION IX

ARIZONA, CALIFORNIA, HAWAII, NEVADA, GUAM, TRUST TERRITORY OF THE PACIFIC ISLANDS AMERICAN SOMA

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region IV
221 Main Street, 10th Floor
San Francisco, California 94105
(415) 227-8020; TTY 9415) 227-8124

REGION X

ALASKA, IDAHO, ORGAN, WASHINGTON

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region V
2901 3rd Avenue - Room 100
Seattle, Washington 98121-1042
(206) 442-1636; TTY (206) 442-4542

NICHCY

National Information Center for Children and Youth with Disabilities
P.O. Box 1492, Washington, D.C. 20013-1492
(703) 893-6061 (Local) (1-800) 999-5599 (Toll Free) (703) 893-8614 (TDD)
*SpecialNet User Name: NICHCY ** SCAN User Name: NICHCY*

PUBLICATIONS LIST 1992

The National Information Center for Children and Youth with Disabilities (NICHCY) provides free information to assist parents, educators, caregivers, advocates and others in helping children and youth with disabilities become participating members of the community. NICHCY operates as a national clearinghouse through the Clearinghouses Program authorized by Section 633 of Part D of the Individuals with Disabilities Education Act, (20 U.S.C. 1433) as amended by Public Law 101-476.

Single copies of NICHCY materials are FREE. Permission to duplicate NICHCY materials is not required. In fact, we encourage duplication, however, please credit NICHCY as the source of the material.

GENERAL RESOURCE

- ___ GR1 Brochure
- ___ GR2 National Resources
- ___ GR3 General Information about Disabilities
- ___ GR4 Public Agencies Fact Sheet
- ___ GR5 National Toll Free Numbers
- ___ GR6 State Resource Sheet: State
- ___ GR8 Publications List

NEWS DIGEST

- ___ ND10 Early Intervention for Children Birth Through Two Years
- ___ ND11 Children with Disabilities: Understanding Sibling Issues
- ___ ND12 Respite Care: A Gift of Time (also available on Audio Cassette)
- ___ ND13 Assistive Technology: Becoming an Informed Consumer
- ___ ND14 Having a Daughter with a Disability: Is it Different for Girls?
- X ND15 The Education of Children and Youth With Special Needs: What Do the Laws Say? (also available on Audio Cassette)

TRANSITION SUMMARY

- ___ TS5 Self Determination
- ___ TS6 Vocational Assessment
- ___ TS7 Options After High School for Youth with Disabilities

DISABILITY INFORMATION

- ___ FS1 Autism
- ___ FS2 Cerebral Palsy
- ___ FS3 Deafness
- ___ FS4 Down Syndrome
- ___ FS5 Emotional Disturbance
- ___ FS6 Epilepsy
- X FS7 Learning Disabilities
- ___ FS8 Mental Retardation
- ___ FS9 Physical Disabilities & Special Health Problems
- ___ FS10 Severe and/or Multiple Handicaps
- ___ FS11 Speech and Language Impairments
- ___ FS12 Spina Bifida
- ___ FS13 Visual Impairments
- ___ FS14 Attention Deficit Disorder (Briefing Paper)

MATERIALS FOR PARENTS

- ___ PA2 Parents' Guide to Accessing Programs for Infants, Toddlers, Preschoolers with Handicaps (ages 0-5)
- ___ PA3 Parents' Guide to Accessing Parent Programs, Community Services, and Record Keeping
- ___ PA5 Life After School for Children with Disabilities: Answers to Questions Parents Ask About Employment and Financial Assistance
- ___ PA6 A Parent's Guide: Accessing the ERIC Resource Collection
- ___ PA7 A Parent's Guide to Doctors, Disabilities, and the Family
- ___ PA8 A Parent's Guide: Planning a Move; Mapping Your Strategy
- X PA9 A Parent's Guide: Special Education and Related Services: Communicating Through Letter Writing

EASY-TO-READ

- ___ ER1 Help for Special Children (English)
- ___ ER2 Help for Special Children (Spanish)

LEGAL INFORMATION

- ___ LG1 Questions and Answers About How to Get SpecialEducation Services for Your Child (ages 3-21)
- ___ LG2 Individualized Education Programs (IEP)

40

(see other side)

Please complete the following:

What age ranges are you interested in?
(Please circle all ages that apply)

0-2 3-5 6-12 13-18

19-22 23-over All ages

Have you contacted NICHCY before?

___ Yes ___ No

___ I am already on the NICHCY mailing list
or
___ Place my name on the mailing list to receive:

___ **NEWS DIGEST** (only)
___ **TRANSITION SUMMARY** (only)
___ **NEWS DIGEST** and **TRANSITION SUMMARY**

Check the one that best describes you:

___ Parent/Family Member
___ Educational Professional
___ Other Professional
___ Advocate
___ Adult with Disabilities
___ Student with Disabilities
___ Able-bodied Student
___ Parent Organization/Group
___ Library/Information Center
___ Other (specify _____)

What disability are you interested in?

_____

_____

PLEASE TYPE OR PRINT

First Name Last Name

Organization (for mailing list purposes only)

Address

City State Zip Code Day Telephone (Area Code & Number)

Additional information or comments:

UPDATE 4/91

Mail to: NICHCY, P.O. Box 1492, Washington, D.C. 20013-1492